EFFECT OF STUDENT EDUCATIONAL ENHANCEMENT PROGRAMME (SEEP) ON STUDY SKILLS AND STRESS REFLECTING ON ACADEMIC PERFORMANCE OF NURSING STUDENTS NEEDING ADDITIONAL CURRICULAR AND PSYCHOLOGICAL SUPPORT AT SELECTED COLLEGES, PUDUCHERRY

SYNOPSIS

of the thesis for the award of Degree of

DOCTOR OF PHILOSOPHY

in

NURSING

Submitted to

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A Deemed to be University (NAAC A++) PUDUCHERRY – 607402, India

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September, 2023

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

- Research in education is inevitable for the development of the country. Students at every educational level are challenged by an ever-growing teaching learning process.[1]

- Transition from secondary school to higher education is usually hard and demanding experience for students which lead to stress. The academic performance of students constitutes a vital aspect of their competency.[2]

- The study skills and psychological support have been a key role for academic success for student's future profession.[3]

- Getting a degree from a university requires lots of time and effort from students. A common explanation for failing in educational settings is based on the "just-world hypothesis", a cognitive bias according to which "people get what they deserve," and that the reason for failing a course is that not enough effort was put into studying, and therefore by studying more, the problem will be solved. However, time-on-task is not a sufficient condition for learning, merely a necessary condition, and if lack of time was not the real cause, then providing more time will not help. Indeed, time-on-task can in some cases be directly harmful since it can lead to surface learning strategies.[12]

- Student Educational Enhancement Programme (SEEP) is a unique intervention, includes Structured Group Counselling, Facial reflexology and INFINITI Mind mapping learning which reduces stress and improves efficient study skills for Nursing Students Needing Additional Curricular and Psychological Support to attain academic Performance.[4]

1.2 Need for the Study

- Nurses are one of the essential components of healthcare team, which provide continuous care to the needy. Thus, to maintain the quality of health care services, nurses should have adequate knowledge and skills. Thus, nursing students should have adequate study skills, so that quality of care can be provided later on.[18]
- One of the most important necessities in higher education systems is the development and reinforcement of the study skills which have a constructive role on the academic performance of students, in addition to educational quality, students' intelligence, and their affective characteristics.[1]
- Stress is a state of physical and psychological strain which imposes demand for adjustment upon the individual. It is one of the common features in all our lives. Academic Stress in today's highly competitive world, student face various academic problems including exam stress, disinterest in attending class and inability to understand the nursing students.[13]
- In terms of stress for nursing students, 56.7 percent of them considered that their stress comes from school stress and 45.6 percent attributed to academic stress.[2]
- In preliminary survey conducted on academic performance of the I year students of various colleges in Puducherry, 15 – 28% of them falling in the category of student needing additional support.[2] Insufficient academic performances can affect knowledge needed to strengthen professional skills needed for students.[2]
- Student Educational Enhancement Programme (SEEP) includes structured Group Counselling, Facial reflexology and INFINITI Mind mapping learning helps to reduce stress and acquire effective Study skills to improve academic performance among students.[4]

1.3 Statement of the Problem

Effect of Student Educational Enhancement Programme (SEEP) on Study Skills and Stress reflecting on Academic Performance of Nursing Students Needing Additional Curricular and Psychological Support at Selected Colleges, Puducherry.

1.4 Aim of the Study

To evaluate Student Educational Enhancement Programme (SEEP) on Study Skills and Stress reflecting on Academic Performance of Nursing Students Needing Additional Curricular and Psychological Support.

1.5 Objectives the Study

Phase I:

1. To identify the Nursing Students Needing Additional Curricular and Psychological Support.

Phase II:

2. To assess the level of Study Skills, Stress and Academic Performance of Nursing Students Needing Additional Curricular and Psychological Support.
3. To evaluate the effectiveness of Student Educational Enhancement Programme (SEEP) on Study Skills and Stress reflecting on academic performance.
4. To correlate between level of Study Skills, Stress and Academic Performance of Nursing Students Needing Additional Curricular and Psychological Support.
5. To find out the association between Study Skills, Stress, Academic Performance and selected demographic variables.

1.6 Hypotheses

H_1 Level of study skills and stress reflecting on academic performance among nursing students needing additional curricular and psychological support differs before and after Student Educational Enhancement Programme (SEEP).

H_2 Correlation exists between the posttest level of study skills, stress and academic performance of nursing students needing additional curricular and psychological support.

H_3 Association exists between the pretest level of study skills, stress, academic performance and selected demographic variables.

1.7 Study Variables

Independent Variables

Student Educational Enhancement Programme (SEEP) consists of

- Structured Group Counselling
- Facial Reflexology
- INFINITI Mind Mapping Learning

Dependent Variables

- Study Skills
- Stress
- Academic Performance

1.8 Definition of the terms

- **Effect:** It refers to the measurement of outcome of Student Educational Enhancement Programme (SEEP) on Study Skills and Stress reflecting on Academic Performance of Nursing Students Needing Additional Curricular and Psychological Support.
- **Student Educational Enhancement Programme (SEEP):** It includes Structured group Counseling, Facial Reflexology and INFINITI Mind Mapping Learning, of Nursing Students Needing Additional Curricular and Psychological Support.
- **Structured Group Counselling:** It refers to the Structured Counseling for nursing students regarding ways to improve study skills of textbook reading, note taking, memory, test preparation, concentration and time management, reduce stress of academic load, clinical concerns, personal problems, interface worries, improve academic performance and follow up. Two sessions of which the duration - 30 minutes for a session. First session on first day of intervention for 30 minutes and second session on last day of intervention for 30 minutes.
- **Facial Reflexology:** It refers to the pressure that was applied to facial reflexology meridian points manually using index finger. The reflexology points for facial reflexology consists of GV24, GV24.5, GV25, GV26, REN24, UB2,

UB1, GB14, ST1, ST3, ST4, EX-HN5, GB1, SI18, ST6. Duration-15 minutes, activating 15 points, daily for 15 days.

- **INFINITI Mind Mapping Learning:** It refers to a technique which eases learning and improves the study skills. The INFINITI Mind Mapping Learning was trained to the students on first day of intervention for 30 minutes to ease any subject content with this technique. and daily practice of mind mapping 30 minutes for 15 days.
- **Study Skills:** It refers to various components which include textbook reading, memory, time management, note-taking, test preparation and concentration assessed through Study Skill Inventory (SSI) developed by Dennis H. Congos.
- **Stress:** The level of stress was assessed through various factors that indicated by Student Nurse Stress Index (SNSI) developed by Jones, M.C., & Johnston, D.W.
- **Academic Performance:** It refers to assessment of academic performance of I year BSc Nursing students needing additional curricular and psychological support.
- **Nursing Students Needing Additional Curricular and Psychological Support:** It refers to the I year BSc Nursing students who fulfils both criteria of SNACS (Unit test marks of 1st three test Percentile < 50% of Nursing Foundation) and SNAPS. Perceived Stress Scale (PSS) –Low & Moderate level of stress is SNAPS.

1.9 Assumptions

- The Nursing Students needing additional curricular and psychological support are likely to experience lack of study skills and stress that includes decrease in academic performance.
- The application of Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) has a positive effect on managing the Study skills, Stress and Academic Performance
- Experimental group receiving a Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) will demonstrate significant benefits compared to Control group on routine learning.

- Improvement in study skills and reduction in stress among Nursing Students needing additional curricular and psychological support will enhance their academic performance.
- Nursing Students needing additional curricular and psychological support possess a certain level of awareness regarding Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) and its impact.

1.10 Delimitation

- The study was delimited to selected nursing colleges, Puducherry.
- The study was delimited to sample size of 192 from I-year BSc nursing students needing additional curricular and psychological support.
- The study was delimited to one year period of data collection**.**

1.11 Summary

This chapter introduces the research study, covering the background and rationale for conducting the study. The chapter presents the need for the study, the statement of the problem, aims, objectives, hypotheses. Additionally, it discusses the study variables, definition of the terms, assumptions and delimitation.

CHAPTER II

REVIEW OF LITERATURE

Part I

- 2.1 Review related to Nursing Students needing additional curricular and psychological support

Part II

- 2.2 Review related to Study skills, Stress and Academic Performance
- 2.3 Review related to Counselling for Study skills, Stress and Academic Performance
- 2.4 Review related to Facial Reflexology for Study skills, Stress and Academic Performance
- 2.5 Review related to INFINITI Mind Mapping Learning for Study skills, Stress and Academic Performance
- 2.6 Review related to Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) for Study skills, Stress and Academic Performance

2.1 Review related to Nursing Students needing additional curricular and psychological support

- The performance of the students in the first periodic assessment and summative assessment were compared retrospectively for two batches in medical college and nursing college of a private health sciences university. The students were divided into three groups based on their ranks in the first periodic assessment as high, middle and lower third rank. The odds of failure of the students in the lower third formative ranking was compared to that of the students in the middle and top-third ranking. Analysis of the retrospective data of the medical and nursing college revealed that majority of the students failed in the summative assessment belonged to the lower third formative ranking. The odds of failure of the students in lower-third ranking was consistently more than that of the students in the middle and top third ranking.7

- Labelling the students as problem learners or slow learners remains pejorative and has detrimental effects on both the students' as well as the teacher's attitude. Even though labelling is bad, a term is needed for identifying the students to enable specific support strategies that exhibit positivity. Hence better terminology of addressing the students as Students Needing Additional Curricular Support and Students Needing Additional Psychological Support are introduced.8

2.2 Review related to Study skills, Stress and Academic Performance

Pre-experimental research approach, One group pre test and post test research design was adopted. The data was collected from 78 students of I year B.Sc Nursing (2019 batch) of PSG College of Nursing, Coimbatore. The tool comprised of Demographic variables, VARK Questionnaire (version 7.8) and Study skills questionnaire. Assessment of Learning styles indicate that in total, 58 students (76%) preferred only one learning style (single modal) and 18 students preferred to use multiple learning styles (multimodal). The statistical student'‘t' test was computed between pre test and post test mean scores of Academic performance. The calculated'‘t' was 35.93, which was greater than the tabulated value (3.195) at $p<0.001$. The results clearly stated that there was an improvement in academic performance of first year B.Sc. Nursing students after the understanding of study habits.[9]

A descriptive study on Academic stress among nursing students of selected nursing colleges at Distt. Mandi, in Himachal Pradesh was conducted with the aim of assessing the level of academic stress among nursing students. Sample size for the study was 200 nursing students studying in selected nursing colleges indifferent nursing courses. A convenience sampling technique was used to select the samples and demographic profile and self-structured academic stress scale was administered to assess the level of academic stress among nursing students. The result showed that most of the nursing students had moderate level of academic stress. There was an association with level of stress and selected demographic variables like age, course of study, education status of father, monthly family income, and medium of education status were statistically significant at 0.05 level. The study concludes that most of the nursing students had moderate academic stress.

2.3 Review related to Counselling for Study skills, Stress and Academic Performance

The Experimental study was conducted among 1st year Medical students in Kerala. 98 first year medical students divided into 10 batches. Personal interaction and counselling were conducted by Teaching faculty with assistant from psychiatric department. General Stress relieving techniques were taught to students. Stress assessing question are were administered around 74 out of 98 students experiences stress at the beginning and this reduce to 69 out of 98 after implementation of the programme in the time period of a month.

2.4 Review related to Facial Reflexology for Study skills, Stress and Academic Performance

The effect of facial reflexology on stress was studied through quasi-experimental one group pre-test post-test design. The population of present study was 230 adolescent girls studying in Sri Ramakrishna Matriculation Higher Secondary School, Coimbatore. Among them Stratified random sample of 40 participants were selected for this study. Kendler's Stress Questionnaire was used to assess the level of stress. Facial reflexology was given for 15 minutes twice a day for a duration of six days. The level of stress was reassessed with the same questionnaire. Appropriate statistical techniques were applied to test the hypotheses. The result reveals that there is significant reduction in the level of stress after facial reflexology.

2.5 Review related to INFINITI Mind Mapping Learning for Study skills, Stress and Academic Performance

Perception of INFINITI Mind Mapping Learning Model among nursing students were assessed among first year B.Sc. Nursing students. The result shown that perception of students regarding using INFINITI Mind Mapping Learning Model increased and its states that it enhance the learning skills of the students in terms of ease learning, note making skills, Creative thinking, memory, and user friendly learning study tool.

2.6 Review related to Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) for Study skills, Stress and Academic Performance

A quasi-experimental research design with pre-post assessment was used. The study was conducted in a selected accredited Nursing in Egypt. The study involved a group of forty freshmen nursing students recruited in level 1 medical surgical nursing specialty. Most of studied student (92.5%) had moderate total study skills pre-program. After implementation of the program, the findings pointed to general improvement in all dimensions of students' study skills with statistically significant relations ($p<0.05$). Furthermore, there was a statistically significant improvements of studied students' GPA were observed post program ($p <0.001$). Also, a statistically significant relation between studied students' study skills and their GPA was present post program.

The study employed a quantitative research design where participants were screened using Academic Stress Scale (Rajendran& Kaliappan,1991 from four streams namely, commerce, management, humanities, and basic sciences. The five dimensions of sources such as personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher pupil relationship and inadequate study facilities were further analysed and gender differences were also obtained. Understanding the sources of stress would facilitate the development of effective counselling modules and intervention strategies by school psychologists and counsellors in order to help students alleviate stress.[10]

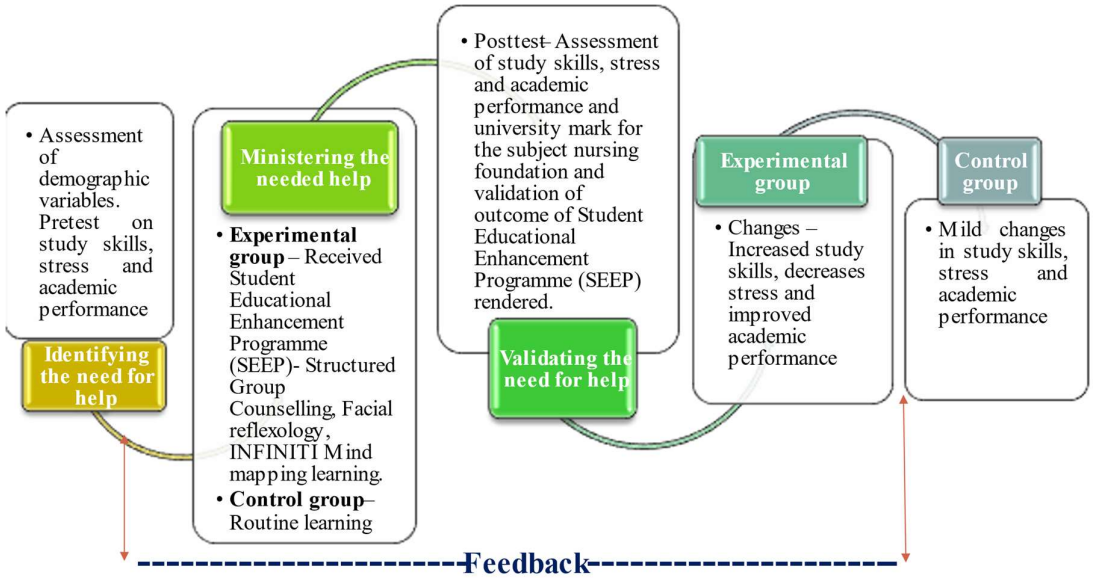
2.7 Research Gap

- Based on the literature review, the literature gap is the lack of studies evaluating the effectiveness of Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) for Study skills, Stress associated with Academic Performance.
- While several studies focused on the Counselling and mind mapping learning fewer studies on facial reflexology. There is a need for more extensive research assessing the long-term outcomes of these intervention.

- While routine learning was commonly followed, they may not consistently maintain the desired outcome of academic performance for Nursing Students needing additional curricular and psychological support.
- Research comparing the different methods and assessing their long-term effectiveness of Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) for Study skills, Stress and Academic Performance would contribute to filling this research gap and provide valuable insights for Nursing Students needing additional curricular and psychological support.
- Addressing these literature gaps would contribute to a more comprehensive understanding of the long-term effectiveness and optimal utilization of Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) for Study skills, Stress and Academic Performance.

2.8 Conceptual Framework

Ernestine Wiedenbach's Helping Art of Clinical Nursing theory (1970) (Fig 1)


• Assessment of demographic variables. Pretest on study skills, stress and academic performance
Identifying the need for help
Ministering the needed help
• Experimental group – Received Student Educational Enhancement Programme (SEEP)- Structured Group Counselling, Facial reflexology, INFINITI Mind mapping learning.
• Control group– Routine learning
• Posttest- Assessment of study skills, stress and academic performance and university mark for the subject nursing foundation and validation of outcome of Student Educational Enhancement Programme (SEEP) rendered.
Validating the need for help
Experimental group
• Changes – Increased study skills, decreases stress and improved academic performance
Control group
• Mild changes in study skills, stress and academic performance
Feedback

2.9 Summary

In conclusion, the Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) for Nursing Students needing additional curricular and psychological support has shown a promising result in improving Study skills, reducing Stress. These interventions provide more standardized and effective approaches for managing Nursing Students needing additional curricular and psychological support and enhancing Academic Performance. Finally, a conceptual framework based on Ernestine Wiedenbach's Helping Art of Clinical Nursing theory (1970), is presented, outlining the key phenomena involved in the study of helping the Nursing Students needing additional curricular and psychological support with Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) for Study skills, Stress and Academic Performance.

CHAPTER III

METHODOLOGY

3.1 Research Approach

This study was Quantitative Evaluative Approach.

3.2 Research Design

This study was a parallel-group, experimental design.

True Experimental Research Design

- O1 – Pre assessment of the level of Study skills, stress and academic performance (Unit test mark of Nursing Foundation) in Experimental Group and Control Group.
- X – Implementation of SEEP intervention (Structured Group Counseling, Facial Reflexology and INFINITI Mind Mapping Learning in Experimental Group.
- Y – Routine learning in Control Group.
- O2- Post assessment of the level of Study skills, stress and academic performance (Unit test mark of Nursing Foundation after 15 days) in Experimental Group and Control Group.
- O3- Post assessment of the level of academic performance (University Marks of Nursing Foundation) in Experimental Group and Control Group

3.3 Research Setting

The study was conducted in selected nursing colleges, Puducherry. The nursing colleges under experimental group were Sri Manakula Vinayakar College of Nursing and RAAK College of Nursing and in control group were East Coast College of Nursing, A.G Padmavathy College of Nursing and Sri Lakshmi Narayana College of Nursing.

Setting Selection by Cluster Random Sampling using lottery method

Name of the College	Allotted Number	Remarks
A.G Padmavathy College of Nursing	1	Main study – Control
East Coast College of Nursing	2	Main study – Control
Indirani College of Nursing	3	Pilot study - Experimental
Jipmer College of Nursing	4	-
Kasturba Gandhi College of Nursing	5	Pilot study – Control
Mother Theresa Institute of Health Sciences	6	-
PIMS College of Nursing	7	-
RAAK College of Nursing	8	Main study - Experimental
Sabari College of Nursing	9	-
Sri Lakshmi Narayana College of Nursing	10	Main study – Control
Sri Manakula Vinayakar College of Nursing	11	Main study - Experimental
Vinayaka Missions College of Nursing	12	-

3.4 Population

I Year B.Sc., Nursing students.

3.5 Sample, Sample Size and Sampling Technique

Sample

The study involves I Year B.Sc., Nursing students needing additional curricular and psychological support who fulfilled inclusion & exclusion criteria.

Sample Size

Sample size was calculated based on review of literature from Amany Salama et al. Enhancing Study Skills among Freshman Nursing Students: an intervention study with the moderate level study skills of Textbook reading measured before and after the intervention was taken as 72.5% and 47.5%. By assuming alpha=0.05, Beta =0.10, and

applying design effect of 1.08 with attrition of 10%, the final sample size was 96 per group.

$$n = \frac{2(\overline{p})(1-\overline{p})(Z_{1-\beta} + Z_{1-\alpha/2})^2}{(p_1 - p_2)^2}$$

- P1=72.5%
- P2=47.5%
- α=0.05 β=0.10
- Design Effect = 1.08
- Attrition = 10%
- Calculated Sample Size =96 per group
- Total sample size was192. I Year B.Sc., Nursing (Experimental - 96 & Control -96)

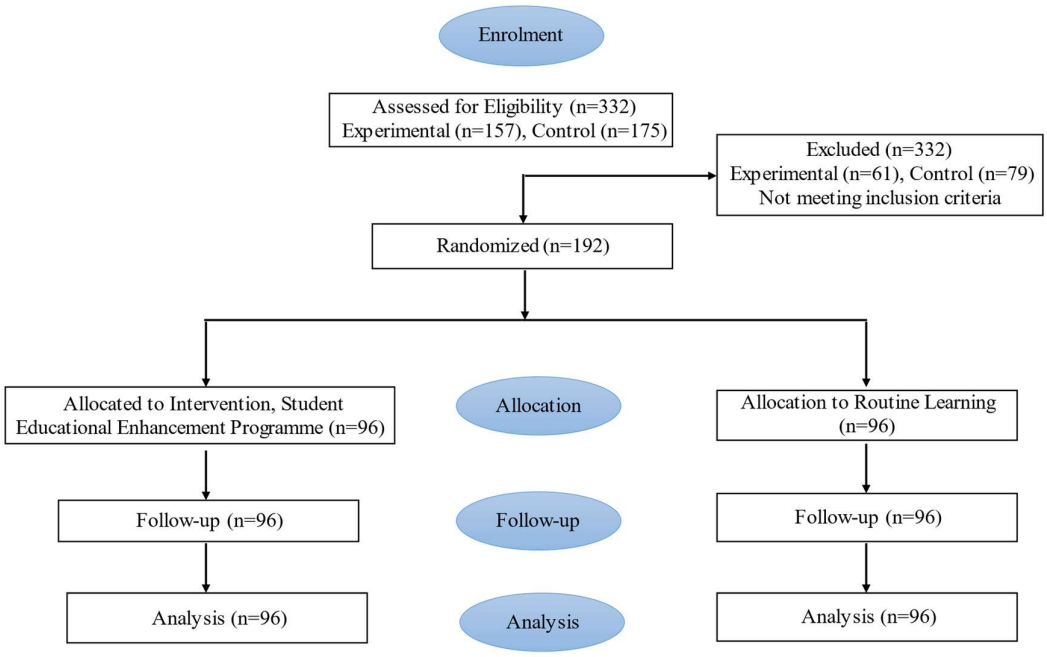
Sampling Technique

Cluster Random Sampling was used to select the nursing colleges and Total Enumeration Sampling Technique was used to select the samples for the study.

Nursing students needing additional curricular and psychological support (n=192) were cluster randomised into two groups as experimental and control using lottery method and subjects who meets inclusion and exclusion criteria were selected using total enumeration technique in experimental group (n=96) and control group (n=96).

CONSORT

The enrolment of the participants in the study is summarised in the CONSORT diagram (Fig 2). It illustrates the flow of the participants through the study, including the number of participants screened, excluded, randomized, and analysed. This figure provides a clear and concise overview of the study design and participant flow and serves as a helpful reference for interpreting the main findings.



3.6 Inclusion Criteria

- Students who are studying I Year BSc Nursing
- Students Unit test marks of 1st three test Percentile < 50% of Nursing Foundation
- Students who have mild, moderate Stress

3.7 Exclusion Criteria

- Students who have severe stress.
- Students with physical illness.
- Students not willing to participate

3.8 Measures Taken to Avoid Bias

To avoid potential bias in the study, the participants and the statistician were kept unaware of the group they belonged to prevent bias in their responses or analysis. This approach, known as blinding or masking, helps ensure that the assessment and interpretation of outcomes remain objective. Additionally, during data collection and analysis, the groups were labelled as Group 1 and Group 2, further maintaining blinding to prevent bias from influencing the results. These measures are taken to avoid bias and

enhance the reliability and validity of the study findings by minimizing potential subjective influences on the outcomes.

3.9 Data Collection Instruments

Part A - Socio Demographic Variables

Age (in years), Gender, Residence with family, Residential area, Part time employment of student, Occupation of Father, Occupation of Mother, Monthly Family Income in Rupees (2022), Medium of study in School, Number of Sibling, Electronic gadgets usage rather than education purpose per day in hours, Hours of sleep at night per day.

Part B - Perceived Stress Scale (PSS*)*

- PSS consisted of ten items, (Standardized tool), Sheldon Cohen[21]
- Cronbach's alpha for the PSS had a slightly higher reliability score (= .78).

PSS Score

- First, reverse scores for questions 4, 5, 7, and 8.
- On these 4 questions, change the scores like this: 0 = 4, 1 = 3, 2= 2, 3= 1, 4= 0.
- Add up scores for each item to get a total.
- Total Perceived Stress: Sum Items: 1, 2, 3, 4R, 5R, 6. 7R, 8R, 9, 10

Scores on the PSS range from 0 to 40 with higher scores indicating higher perceived stress.

- Scores ranging from 0-13 would be considered low stress.
- Scores ranging from 14-26 would be considered moderate stress.
- Scores ranging from 27-40 would be considered high perceived stress.

Part C - Study Skills Inventory (SSI)

- Study Skills Inventory Scale developed by Dennis Congos to assess students college level study skills.[20] The reliability of the tool is 0.92. It is a 52-item questionnaire that measures six study skills;
- Text book reading, note taking, memory, test preparation, concentration, and time management.

- Each include 8, 6, 9, 13, 10, 6 items respectively.
- The scale has 5-point Likert scale almost always, more than half of the time, about half of the time, less than half of the time, almost never, scored 5, 4, 3, 2 and 1 respectively.
- A total score of each sub scale is calculated by simple summation of the scores of itsitem, converted into a percent score by dividing the total by the number of items, and multiplying the remainder by 100.
- Overall items – 52 and Scoring Max- 260
    - Low skills = <130
    - Moderate Skills = 130-182
    - High Skills = >182

Part D - Student Nurse Stress Index (SNSI)

- Stress levels and factors were assessed using Student Nurse Stress Index (SNSI) developed by Jones and Johnston.[19] The subscales of the index which showed reliability coefficient (Cronbach's alpha) ranging from 0.68 to 0.80
- The items were scored as 5, 4,3,2,1 respectively.
- Level of stress was categorized as mild stress (Score 22-36), Moderate stress (Score
- 38-73) and severe stress (Score 74-110).
- Sum scores on items 1-22 to give an overall total, ranging from 22 to 110.
    - Mild Stress (Score 22-36)
    - Moderate Stress (Score 37-73)
    - Severe Stress (Score 74-110**)**

Part D - Academic Performance

Unit Test and University Marks

SCORE INTERPRETATION

- Poor : < 50 %
- Average : 50-75%
- Good : > 75%

3.10 Content Validity

In this study, the tool used for data collection was validated by a panel of experts from Department of Psychiatry, Department of Psychology, Department of Education, Department of Nursing and Department of Statistics. These experts thoroughly examined the clarity, relevance, comprehensiveness and appropriateness of the tools content. Based on their valuable suggestions, the tool was refined and modified to ensure its validity. The incorporation of the expert's feedback and the subsequent finalization of the tool enhanced its accuracy and ensured that it effectively measured the intended variables.

3.11 Reliability

Following the validation process, the tool underwent the reliability test to assess its consistency. The reliability coefficient of the entire test was determined by Cronbach alpha method. The obtained reliability scores were:

- Study Skills - r =0.871
- Stress - r = 0.809

The tools were found to be highly reliable and suitable for use of main study.

3.12 Ethical Considerations

- Institutional Ethical Committee clearance obtained. [IEC Approval Code: IGIDSIEC2022NRP70FAJKNUR].
- Written informed consent taken from the study subjects.
- The subjects involved in the study explained clearly of the purpose and objectives of the same.
- The subjects selected for the study assured of the confidentiality of the information provided to the researcher.
- It ensured that a prescribed intervention will not affect the normal work schedule of the subjects.

3.13 Pilot Study

- Pilot study was conducted for 20 students (Experimental-10 and control-10) who were studying B.Sc Nursing I year from two different colleges.

- Experimental group from Indirani college of nursing and control group from Kasturba Gandhi nursing college.
- It was conducted to identify the feasibility and practicability and obstacles that may be faced during period of data collection, also it assisted to estimate the needed time to complete the data collection.
- Students included in pilot study were excluded from the main study data collection. Data obtained from pilot study were analyzed.

Pilot study was analysed and interpreted;

- By using SPSS (Statistical Package for the Social Sciences, version 20, SPSS) collected data were organized, tabulated and statistically analyzed.
- For quantitative data, the mean, standard deviation, Frequency and percentage were calculated.
- For effectiveness between mean was done using T-test (independent T-test & paired T –test). P- Value, which was ≤ 0.05 and <0.001 were reflected as statistically significant.
- Pearson coefficient for correlation
- Chi-square test for association.

Pilot study result revealed that;

- It is feasible to conduct main study with larger samples
- Implementation of Student Educational Enhancement Programme (SEEP) on Study Skills and Stress reflecting on Academic Performance of Nursing Students Needing Additional Curricular and Psychological Support is possible with higher level of effectiveness.

3.14 Procedure for data collection – GANTT Chart

S.N	Procedure	Period
1.	IHEC	July 2022
2.	Pilot Study	August 2022
3.	Pilot Study Presentation & Main Study	September 2022
4.	Main study Data Collection Experimental group	October 2022

5.	Main study Data Collection control group	November 2022
6.	Main study Data Collection Experimental group	December 2022
7.	Main study Data Collection control group	January 2023
8.	Break due to Examination	February 2023
9.	Data Compilation	March 2023 April 2023
10.	Data Analysis	May 2023
11.	Data Collection of University marks and analysis	June 2023
12.	Main Study Presentation	July 2023

Method of Data Collection – Phase I

- The data was collected over a period of one year for the main study.
- The study was performed in selected Nursing colleges at Puducherry. The total number of Nursing colleges in Puducherry was 12. Among them five Nursing colleges were selected for Main study by cluster random sampling using lottery method.
- Nursing Colleges in experimental group was 8, 11 and in control group was 1, 2, 10.

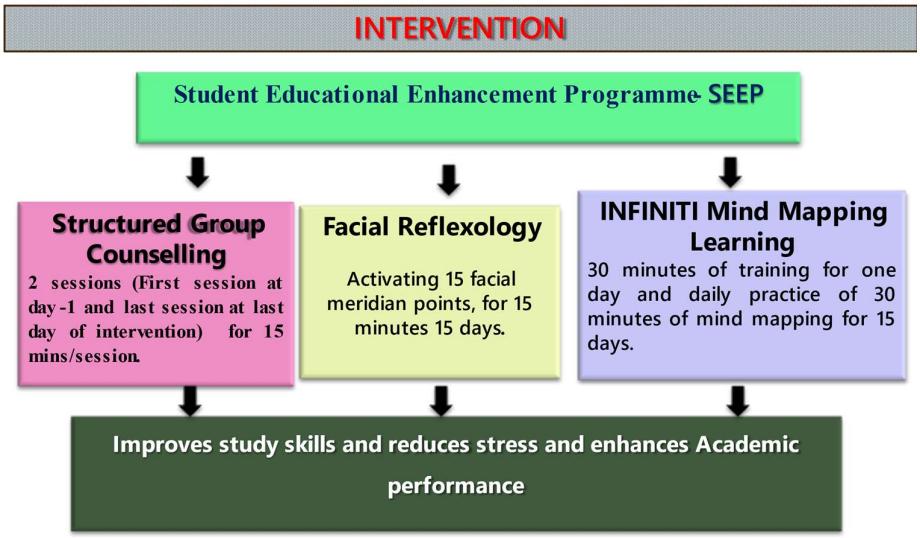
Data Collection Procedure

- Setting permission obtained for Study group from Sri Manakula vinayakar College of Nursing, RAAK Nursing College.
- Setting permission obtained for Control group from East Coast College of Nursing, Sri Lakshminarayana College of Nursing and A.G Padmavathy College of Nursing.
- Informed consent was obtained from participants.
- Data was collected before and after intervention from both Experimental and Control group by using demographic variable, academic performance, standardized tools for study skills and stress.

Method of Data Collection – Phase – II

- The data was collected by using the questionnaires and scales to assess the Effect of Student Educational Enhancement Programme (SEEP) on Study Skills and Stress reflecting on Academic Performance of Nursing Students Needing Additional Curricular and Psychological Support at Selected Colleges, Puducherry.

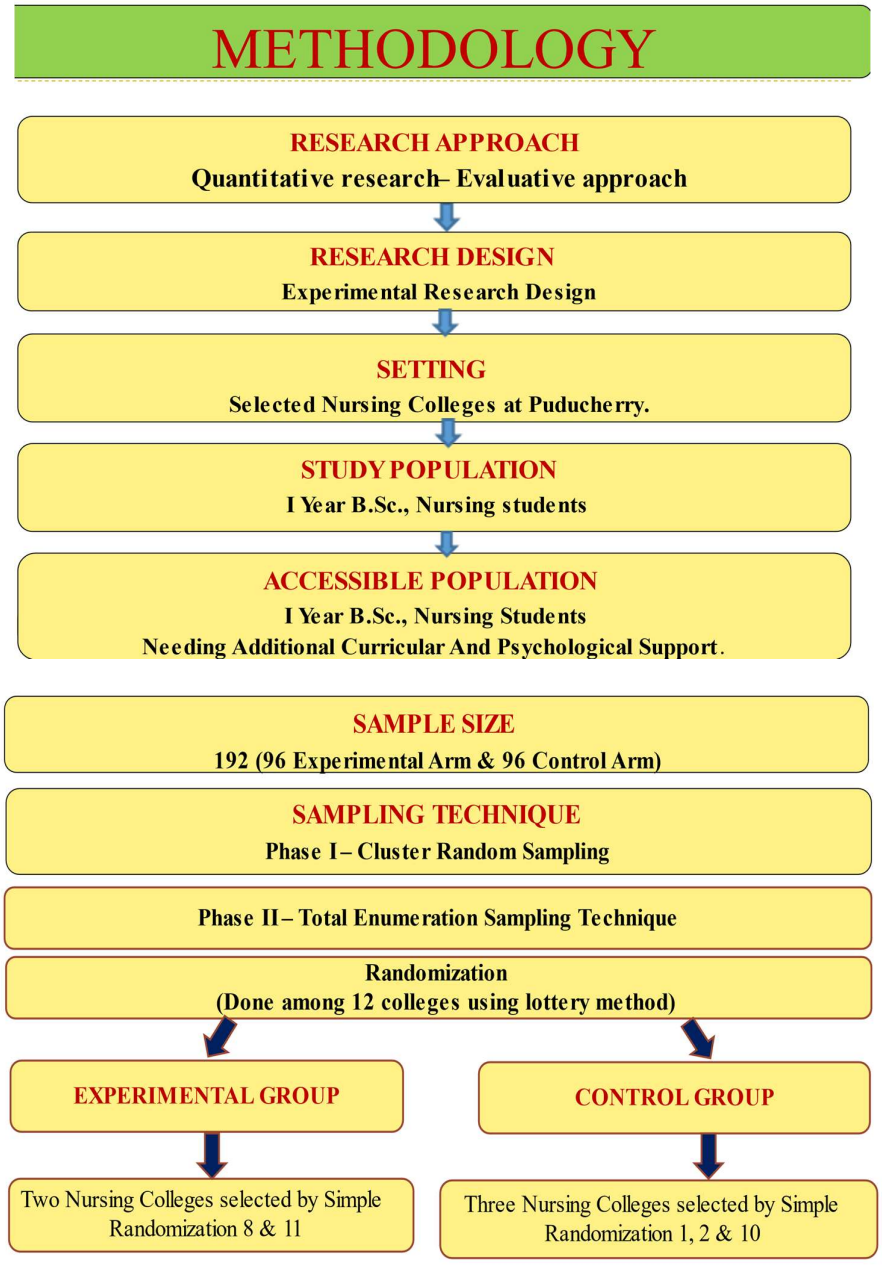
- For the period of 15 working days, the Student Educational Enhancement Programme (SEEP) (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) was given for 96 subjects in Experimental group and routine learning for 96 subjects in Control group.

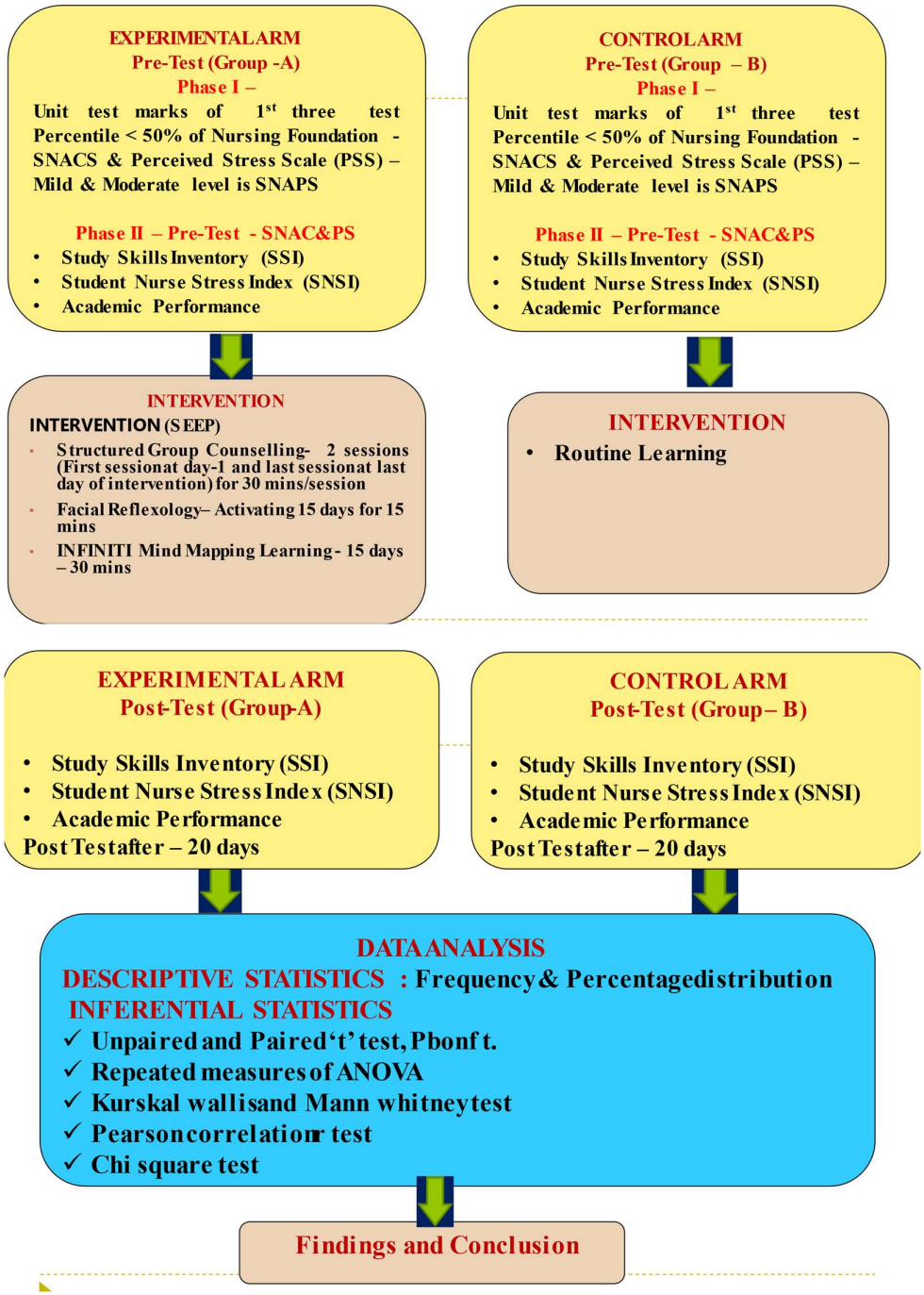

INTERVENTION
Student Educational Enhancement Programme- SEEP
Structured Group Counselling
2 sessions (First session at day -1 and last session at last day of intervention) for 15 mins/session.
Facial Reflexology
Activating 15 facial meridian points, for 15 minutes 15 days.
INFINITI Mind Mapping Learning
30 minutes of training for one day and daily practice of 30 minutes of mind mapping for 15 days.
Improves study skills and reduces stress and enhances Academic performance

3.15 Plan for Data Analysis

- By using SPSS (Statistical Package for the Social Sciences, version 20, SPSS) collected data were organized, tabulated and statistically analyzed.
- For demographic variable and level of study skills, stress and academic performance Frequency and percentage distribution was done.
- For effectiveness between mean was done using T-test (independent T-test & paired T –test, Pbonf t). P- Value, which was ≤ 0.05 and <0.001 were reflected as statistically significant.
- Karl's pearson coefficient for correlation
- Chi-square test, Mann Whitney and Kruskal wallis test for association.

3.16 Schematic representation of Methodology


METHODOLOGY
RESEARCH APPROACH
Quantitative research– Evaluative approach
RESEARCH DESIGN
Experimental Research Design
SETTING
Selected Nursing Colleges at Puducherry.
STUDY POPULATION
I Year B.Sc., Nursing students
ACCESSIBLE POPULATION
I Year B.Sc., Nursing Students
Needing Additional Curricular And Psychological Support.
SAMPLE SIZE
192 (96 Experimental Arm & 96 Control Arm)
SAMPLING TECHNIQUE
Phase I– Cluster Random Sampling
Phase II– Total Enumeration Sampling Technique
Randomization
(Done among 12 colleges using lottery method)
EXPERIMENTAL GROUP
CONTROL GROUP
Two Nursing Colleges selected by Simple Randomization 8 & 11
Three Nursing Colleges selected by Simple Randomization 1, 2 & 10


EXPERIMENTAL ARM
Pre-Test (Group -A)
Phase I –
Unit test marks of 1st three test Percentile < 50% of Nursing Foundation - SNACS & Perceived Stress Scale (PSS) – Mild & Moderate level is SNAPS
Phase II – Pre-Test - SNAC&PS
• Study Skills Inventory (SSI)
• Student Nurse Stress Index (SNSI)
• Academic Performance
CONTROL ARM
Pre-Test (Group – B)
Phase I –
Unit test marks of 1st three test Percentile < 50% of Nursing Foundation - SNACS & Perceived Stress Scale (PSS) – Mild & Moderate level is SNAPS
Phase II – Pre-Test - SNAC&PS
• Study Skills Inventory (SSI)
• Student Nurse Stress Index (SNSI)
• Academic Performance
INTERVENTION
INTERVENTION (SEEP)
• Structured Group Counselling- 2 sessions (First session at day-1 and last session at last day of intervention) for 30 mins/session
• Facial Reflexology– Activating 15 days for 15 mins
• INFINITI Mind Mapping Learning - 15 days – 30 mins
INTERVENTION
• Routine Learning
EXPERIMENTAL ARM
Post-Test (Group-A)
• Study Skills Inventory (SSI)
• Student Nurse Stress Index (SNSI)
• Academic Performance
Post Test after – 20 days
CONTROL ARM
Post-Test (Group – B)
• Study Skills Inventory (SSI)
• Student Nurse Stress Index (SNSI)
• Academic Performance
Post Test after – 20 days
DATA ANALYSIS
DESCRIPTIVE STATISTICS : Frequency & Percentage distribution
INFERENTIAL STATISTICS
✓ Unpaired and Paired 't' test, Pbonf t.
✓ Repeated measures of ANOVA
✓ Kurskal wallis and Mann whitney test
✓ Pearson correlation r test
✓ Chi square test
Findings and Conclusion

3.17 Summary

This chapter provided a comprehensive overview of the research approach, research design, research setting, population, sample, sample size and sampling technique, inclusion criteria, exclusion criteria, measures taken to avoid bias and randomization procedure employed in the study. It also detailed the development and description of the study instruments, including their content validity and reliability. The chapter further discussed the pretesting and pilot study conducted, as well as the data collection procedure. Lastly, the plan for the data analysis was outlined, including the application of descriptive and inferential statistics to analyze the collected data.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Part I:

- **4.1 Section A:** Identification of nursing students needing additional curricular and psychological support.

Part II:

- **4.2 Section B**: Distribution of demographic variables of nursing students needing additional curricular and psychological support in experimental and control group.
- **4.3 Section C**: Effectiveness of Student Educational Enhancement Programme on Study Skills and generalization with Gain Score in experimental and control group
- **4.4 Section D:** Effectiveness of Student Educational Enhancement Programme on Stress and generalization with reduction Score in experimental and control group
- **4.5 Section E:** Effectiveness of Student Educational Enhancement Programme on Academic Performance and generalization with Gain Score in experimental and control group
- **4.6 Section F**: Correlation between Study Skills, Stress and Academic Performance in experimental and control group
- **4.7 Section G:** Association between Study Skills, Stress, Academic Performance and selected demographic variables

4.1 Identification of nursing students needing additional curricular and psychological support

Table 4.1: Frequency and percentage distribution of nursing students needing additional curricular and psychological support in experimental and control group.

N=332(157+175)

Group	Nursing Students Needing Additional Curricular Support	Nursing Students Needing Additional Psychological Support					
		Mild		Moderate		High	
		N	%	N	%	N	%
Experimental	Low	27	17.2	69	43.9	10	6.4
	Moderate	5	3.2	16	10.2	7	4.5
	High	4	2.5	9	5.7	10	6.4
Control	Low	38	21.7	58	33.1	14	8
	Moderate	12	6.9	18	10.3	6	3.4
	High	9	5.1	12	6.9	8	4.6

- Table 4.1., depicts frequency and percentage distribution of nursing students needing additional curricular & psychological support in experimental and control group. The nursing students needing additional curricular & Psychological support was categorized based on the low achievers with mild and moderate stress. The low achievers with stress, mild 27 (17.2%) and moderate 69 (43.9%) stress, in experimental group was 96 and the low achievers with stress, mild 38 (21.7%) and moderate 58 (33.1%), in control group was 96.

4.2 Distribution of demographic variables of nursing students needing additional curricular and psychological support in experimental and control group

The Socio demographic characteristics of the subjects which were collected include Age (in years), Gender, Residence with family, Residential area, Part time employment of student, Occupation of Father, Occupation of Mother, Monthly Family Income in Rupees (2022), Medium of study in School, Number of Sibling, Electronic gadgets usage rather than education purpose per day in hours, Hours of sleep at night per day.

These data are considered intervening variables and therefore provide important context for interpreting the findings of the study, as they may interact with the interpretation of intervention outcomes. It also ensures if randomisation was successful. All socio-demographic variables were comparable at the baseline as determined by respective chi-square (χ^2) values.

The chi-square and Mann-Whitney U test was computed to establish the pair matching of variables between the groups. The calculated chi-square and Mann-Whitney U value was not found to be statistically significant at $p<0.001$ level which clearly infers that homogeneity had been maintained for all the demographic variables.

4.3 Effectiveness of Student Educational Enhancement Programme on Study Skills and generalization with Gain Score in experimental and control group

Table 4.3: Distribution and Assessment of Study Skills

N=192(96+96)

Level of Study Skills	Experimental Group				Control Group			
	Pretest		Posttest		Pretest		Posttest	
	n	%	n	%	n	%	n	%
Low skills	23	24	13	13.5	14	14.6	18	18.8
Moderate skills	49	51	37	38.5	58	60.4	57	59.4
High skills	24	25	46	47.9	24	25	21	21.9
Total	96	100	96	100	96	100	96	100
Mean ± Standard Deviation	177.260 ± 33.624		190.750 ± 33.048		178.813 ± 24.950		178.875±28.183	
Mean Difference	13.49				0.062			
Percentage of Gain score with 95% Confidence interval	6.485 (2.18; 10.79)				0.03(-3.7; 3.76)			
Paired t-test	2.951				0.016			
p-value	< 0.001* HS				0.987 NS			

*** p< 0.001, HS - Highly Significant, NS – Non-Significant**

4.4 Effectiveness of Student Educational Enhancement Programme on Stress and generalization with reduction Score in experimental and control group

Table 4.4: Distribution and Assessment of Stress

N=192(96+96)

Level of Stress	Experimental Group				Control Group			
	Pretest		Posttest		Pretest		Posttest	
	n	%	n	%	N	%	n	%
Mild Stress	49	51.1	81	84.4	45	46.9	47	49
Moderate stress	37	38.5	5	5.2	41	42.7	42	43.8
Severe stress	10	10.4	10	10.4	10	10.4	7	7.2
Total	96	100	96	100	96	100	96	100
Mean ± Standard Deviation	52.823 ±19.242		41.813 ±19.262		53.844 ± 21.132		53.635 ± 19.425	
Mean Difference	11.01				0.209			
Percentage of Reduction score with 95% Confidence interval	12.512 (6.99; 18.03)				0.237 (-6.6; 7.07)			
Paired t-test	4.441				0.068			
p-value	<0.001* HS				0.946 NS			

*** p< 0.001, HS - Highly Significant, NS – Non-Significant**

4.5 Effectiveness of Student Educational Enhancement Programme on Academic Performance and generalization with Gain Score in experimental and control group

Table 4.5: Distribution and Assessment of Academic Performance

N=192(96+96)

Level of Academic Performance	Experimental Group						Control Group					
	Pretest		Posttest I		Posttest II		Pretest		Posttest I		Posttest II	
	n	%	n	%	n	%	N	%	N	%	n	%
Poor	86	89.6	39	40.6	16	16.7	89	92.7	61	63.5	28	29.2
Average	4	4.2	49	51	23	24	6	6.3	33	34.4	27	28.1
Good	6	6.2	8	8.4	57	59.3	1	1	2	2.1	41	42.7
Total	96	100	96	100	96	100	96	100	96	100	96	100
Mean ± Standard Deviation	42.958 ± 8.274		48.359 ± 8.674		60.708 ± 10.205		42.125 ± 6.988		45.859 ± 7.921		54.365 ± 9.443	
Mean Difference	17.750						12.240					
Percentage of Gain score with 95% Confidence interval	17.75 (15.27; 20.23)						12.24 (9.89; 14.59)					
Pbonf t-value	15.067						11.520					
p-value	<0.001* HS						<0.001 S					

*** p< 0.001, HS - Highly Significant, NS – Non-Significant**

4.6: Correlation between the post-test level of Study skills, stress and Academic Performance in experimental and control group.

Table 4.5: Correlation between the Study skills, stress and Academic Performance

N=192(96+96)

Group	Experimental		Control	
Variables	**Karl Pearson's Correlation - r value**	**p-value**	**Karl Pearson's Correlation - r value**	**p-value**
Study Skills & Stress	0.240	0.014 <0.05 S	0.106	0.284 >0.05 N.S
Study Skills & Academic Performance	0.301	0.002 <0.05 S	0.119	0.229 >0.05 N.S
Stress & Academic Performance	0.392	<0.001 HS	0.084	0.397 >0.05 N.S

*** p<0.05, p<0.001, HS – Significant – There is a significant positive correlation in experimental group and there no significant positive correlation in control group.**

4.7 Association between the level of Study skills, stress, academic performance and selected demographic variables.

There is a significant association exists between level of study skills of nursing students needing additional curricular and psychological support with selected demographic variables of Medium of study in School, $Chi^2 = 5.2081$, p= 0.0225, as the p<0.05.

There is a significant association exists between level of stress of nursing students needing additional curricular and psychological support with selected demographic variables of Age (in years), $Chi^2 = 5.1054$, p= 0.0479, as the p<0.05.

There is a significant association exists between level of academic performance of nursing students needing additional curricular and psychological support with selected demographic variables of Residencial area $Chi^2 = 4.7005$, p= 0.0302, Social media usage per day in hours, $Chi^2 = 14.6791$, p= 0.0229 as the p<0.05.

There is no significant association exists between level of Study skills and stress and academic performance of nursing students needing additional curricular and psychological support with selected demographic variables of Gender, Residence with family, Part time employment of student, Occupation of Father, Occupation of Mother, Monthly Family Income in Rupees (2022), Number of Sibling, Electronic gadgets usage rather than education purpose per day in hours. Hours of sleep at night per day, as the $p>0.05$.

4.8 Summary

The Analysis and Interpretation of data will provide valuable insights into the effectiveness of Student Educational Enhancement Programme (Counselling, Facial Reflexology and INFINITI Mind Mapping Learning) for Study skills, Stress and Academic Performance compared to the routine learning.

CHAPTER V

MAJOR FINDINGS AND DISCUSSION

5.1 Comparison of experimental and control group based on demographic variables

Comparing the demographic variables between experimental and control group, it can be observed that both groups exhibit similar parameters. In terms of demographic variables, the distribution of Age (in years), Gender, Residence with family, Residential area, Part time employment of student, Occupation of Father, Occupation of Mother, Monthly Family Income in Rupees (2022), Medium of study in School, Number of Sibling, Electronic gadgets usage rather than education purpose per day in hours, Hours of sleep at night per day are comparable between the two groups. By including participants from both groups, the study can capture a broader range of characteristics and enhance the generality of the findings.

5.2 Comparison of experimental and control group based on Effectiveness of Student Educational Enhancement Programme on Study Skills and generalization with Gain Score

In this study shows the mean score of Effectiveness of Student Educational Enhancement Programme (SEEP) on study skills of nursing students needing additional curricular and psychological support in the experimental and control group. In experimental group in the pretest was 177.260$\pm$ 33.624 and the mean score in the posttest was 190.750$\pm$ 33.048. The calculated paired t-test value was 2.951 which shows statistically highly significant at $p < 0.001$ level. The result shows that Student Educational Enhancement Programme (SEEP) has increased the level of study skills of nursing students needing additional curricular and psychological support in the experimental group. This finding aligns with a study by Hedin (2019) a novel approach for learning study skills, peer discussions about learning strategies with the aim of promoting self-regulated learning. No significant change was found in how satisfied the students were with their overall study technique immediately after the initial module, but in the long term, 78% of the students believed the course had promoted their ability to analyze and adapt their study habits.[12] The hypothesis H1 was accepted.

5.3 Comparison of experimental and control group based on Effectiveness of Student Educational Enhancement Programme on Stress and generalization with reduction Score

In this study shows the mean score of Effectiveness of Student Educational Enhancement Programme (SEEP) on stress of nursing students needing additional curricular and psychological support in the experimental and control group. In experimental group in the pretest was 52.823± 19.242and the mean score in the posttest was 41.813± 19.262. The calculated paired t-test value was 4.441 which shows statistically highly significant at $p < 0.001$ level. The result shows that Student Educational Enhancement Programme (SEEP) has reduced the level of stress of nursing students needing additional curricular and psychological support in the experimental group. This finding aligns with a study by Pinto A.C. (2020). The aim of this study was to identify the severity of stress and the stressors among undergraduate nursing students. Two hundred students in the nursing programme in a college completed a survey on stress and stressors. Majority of the students (88%) reported moderate level of stress.[14] The hypothesis H1 was accepted.

5.4 Comparison of experimental and control group based on Effectiveness of Student Educational Enhancement Programme on Academic Performance and generalization with Gain Score

In this study shows the mean score of Effectiveness of Student Educational Enhancement Programme (SEEP) on academic performance of nursing students needing additional curricular and psychological support in the experimental and control group. In experimental group in the pretest was 42.958± 8.274and the mean score in the posttest I was 48.359± 8.674 and posttest II was 60.708± 10.205. The calculated Phonf t-value of posttest I was 4.585 and posttest II was 15.067 which shows statistically highly significant at $p < 0.001$ level. The result shows that Student Educational Enhancement Programme (SEEP) has improved the level of academic performance of nursing students needing additional curricular and psychological support in the experimental group. This finding aligns with a study by Leena J (2021). The main objective of the study was to evaluate the effectiveness of study skills on academic performance among nursing students. Pre-experimental research approach, One group pre test and post test research design was adopted. The data was collected

from 78 students of I year B.Sc Nursing (2019 batch) of PSG College of Nursing, Coimbatore. The tool comprised of Demographic variables, VARK Questionnaire (version 7.8) and Study skills questionnaire. Assessment of Learning styles indicate that in total, 58 students (76%) preferred only one learning style (single modal) and 18 students preferred to use multiple learning styles (multimodal). The calculated't' was 35.93, which was greater than the tabulated value (3.195) at $p<0.001$ level. The results clearly stated that there was an improvement in academic performance of first year B.Sc. Nursing students after the understanding of study habits.[15] The hypothesis H1 was accepted.

5.5 Comparison of experimental and control group based on Correlation between Study Skills, Stress and Academic Performance

In this study Correlation between the post-test level of Study skills, stress and Academic Performance of nursing students needing additional curricular and psychological support in experimental group There is a significant positive correlation at $p < 0.001$ level. There is no significant positive correlation at $p > 0.001$ level. This finding was supported by the following research finding. Alotaibi et al (2019) This cross-sectional study targeted all medical students in their preclinical years at a Saudi medical college in 2019. The associations between categorical variables were analyzed using Pearson's Chi-squared test at 0.05 significance level. RESULTS: The mean PSQI score was 8.13 ± 3.46; 77% of the participants reported poor quality of sleep and 63.5% reported some level of psychological stress (mean K10 score: 23.72 ± 8.55).[16] The hypothesis H2 was accepted.

5.6 Association between Study Skills, Stress, Academic Performance and selected demographic variables

In this study, There is a significant association exists between level of study skills of nursing students needing additional curricular and psychological support with selected demographic variables of Medium of study in School, $Chi2 = 5.2081$, $p= 0.0225$, as the $p<0.05$.

There is a significant association exists between level of stress of nursing students needing additional curricular and psychological support with selected demographic variables of Age (in years), $Chi2 = 5.1054$, $p= 0.0479$, as the $p<0.05$.

There is a significant association exists between level of academic performance of nursing students needing additional curricular and psychological support with selected demographic variables of Residencial area Chi2 = 4.7005, p= 0.0302, Social media usage per day in hours, Chi2 = 14.6791, p= 0.0229 as the $p<0.05$.

This finding was supported by the following research finding. Abid N (2023) The (n = 1614) students enrolled in the science section for the academic year 2019–2020 participated in this descriptive correlational survey, The correlational findings showed a strong positive relationship among reading habits, study skills, and academic achievement in English, while moderate positive relationships between reading habits and academic achievement in English[17] The hypothesis H3 was accepted.

5.7 Summary

This chapter provides major findings and a discussion of results, which are organized into different sections and headings. Descriptive and inferential statistics were employed to analyse the data in accordance with the study objectives and hypotheses. Furthermore, the findings derived from these statistical analyses shed light on the relationships between the variables examined in this study and contribute to a deeper understanding of the research topic.

CHAPTER VI

SUMMARY, CONCLUSION, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

6.1 Summary of the Study

The research aimed to evaluate Student Educational Enhancement Programme (SEEP) on Study Skills and Stress reflecting on Academic Performance of Nursing Students Needing Additional Curricular and Psychological Support, compare the effectiveness of methods, correlate the effectiveness with Study Skills and Stress reflecting on Academic Performance and associate with the demographic variables.

6.2 Conclusion

- Implementing Student educational enhancement programme of structured group counselling, facial reflexology and INFINITI mind mapping learning in focusing of nursing foundation subject enhanced students study skills of textbook reading, note taking, memory, test preparation, concentration and time management and reduced stress of academic load, clinical concerns, personal problems, interface worries and improved academic performance.
- The majority of students were preferred Student educational enhancement programme than routine learning.

6.3 Implications of the Study

Nursing Practice

- The findings of the study help the nurse educators to motivate nursing officer and students to use Student educational enhancement programme to improve their clinical skills in patient care.

Nursing Education

- Student educational enhancement programme is an effective learning strategy for improvement of academic performance of nursing students.

Nursing Administration

- The Nurse administrators should organize awareness programmes on Student educational enhancement programme to improve students' academic performance.

Nursing Research

- Student educational enhancement programme is an effective learning strategy and further research can be done among nurses and nursing students.

6.4 Limitations and Challenges

- The researcher found difficulty in coordination with the students in class during initiation of intervention. Their class teachers helped in the class control and coordination.
- A student absent for the particular day of the session was contacted with the help of class teacher was asked to practice facial reflexology and do the mind mapping in home and they brought and shown the mind mapping content on the next day.
- Two students were absent during posttest. They were tracked with the help of class teachers and on the next day the posttest was collected.

6.5 Recommendations

- Based on the findings, the study can be conducted for larger samples with wider settings.
- Student educational enhancement programme can be used as routine strategy for improving academic performance.
- Further research can be conducted to make awareness among the nurse educators about Student educational enhancement programme.
- Student educational enhancement programme can be disseminated to all the level of students in all disciplines.

6.6 Summary

This chapter provides a concise overview of the research study, including a summary of the findings, conclusions drawn from the study, implications of the research in various nursing fields, strengths of the study, limitations encountered during the research process and recommendations for the future studies.

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APPENDIX

Latin American Journal of Pharmacy
(formerly *Acta Farmacéutica Bonaerense*)
Lat. Am. J. Pharm. **42** (2): (2023)

Effectiveness Of Relaxation Technique On Occupational Stress Among Construction Workers Inselected Construction Area At Puducherry

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Abstract:
Objectives
Occupational stress or workplace stress in this context refers to the stress experienced as a direct result of a worker's occupation. The impact of Occupational stress is among construction workers and the conditions of work are increased workloads, high competition. Construction workers must be learning how to deal with occupational stress and improve their job performance, staying safe on the job, and maintaining good physical and mental health. So, this study was conducted for reducing occupational stress by providing relaxation techniques on occupational stress among the construction workers.
Materials and Methods: The quantitative research approach, the pre-experimental one group pre and post-test only design was used in this study. Non-probability purposive sampling technique was used, 50 construction workers were selected for the data collection procedure. The pre-test was conducted among the 50 construction workers by using a modified occupational stress scale by cooper. Level of stress was identified and after giving the intervention of Jacobson's progressive muscle relaxation technique to the construction workers. The Post-test was conducted after 7 days and the effect of the relaxation technique

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